

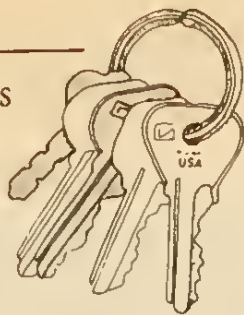
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SAFETY

Popular class teaches safety skills behind the wheel.



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HONORS

Browning administrator named National Indian Educator of the Year.



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TV HISTORY

Excerpts from Toole telecourse study guide.



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FEBRUARY 1986

VOLUME 29, NO. 3

Montana Schools

OFFICE OF PUBLIC INSTRUCTION
Ed Argenbright, Superintendent

REACHING OUT

STATE DOCUMENTS COLLECTION

FEB - 6 1986

*Traveling teachers expand the services of
School for the Deaf and Blind.*

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Visually impaired students are served by the Montana School for the Deaf and Blind on the Great Falls campus as day or resident students, or in their home schools through the traveling resource consultant program. But each year they all gather in one place for the Games for the Visually Impaired, a weekend of athletic events in Great Falls (this year, May 16-17). Photo courtesy MSBD.

Physically, the Montana School for the Deaf and Blind is in Great Falls—one spot in 147,138 square miles of Montana's vast area. However, the limits of geography do not hinder the school's services to students in the rest of the state. Through a traveling resource consultant program, the Montana School for the Deaf and Blind reaches out to the children who need help and support.

MSDB's traveling resource consultants work statewide with parents and local school districts to help visually impaired children succeed in schools near their homes. All blind and partially sighted children from birth to age 21 are eligible for these services, and over 200 children are now being served.

Although hands-on, direct, ongoing services are not available for an individual child, the consultant services do include the provision of materials and expertise to parents, schools, co-ops, preschools, early childhood service agencies, community organizations and other concerned groups and individuals. This cooperative approach shrinks the limitations of geography and pools the skills and potential of trained educators, family, school and community.

MSDB's traveling resource consultants and their home bases are Helen Greenlee, Great Falls, Dennis Slonaker, Bozeman, and Fred Bischoff, Missoula. Barbara Lee works on a part-time basis out of Miles City. All of them travel extensively in their respective areas, filling each day with a busy schedule of activities. They work with students, teaching Braille, the abacus and orientation and mobility skills. They visit schools to see what students need, counsel staff and give input on individual education programs.

The consultants also are responsible for requesting materials and equipment from MSDB's Instructional Materials Center for students in the field. They accept referrals from local teachers, tutor students in problem areas, locate educational or financial resources, contact sheltered workshops and disseminate information about MSDB.

continued next page...



The following letter was sent to school district trustees last week:

Revenue cuts are a reality! This is a first for Montana in many, many years. The cuts of 2 percent ordered by the Governor reflect a lack of revenue and, more important, the serious condition of our state's economy. Most of state government and schools are affected. How we react to this challenge will be critical to the quality of our educational opportunities and the effectiveness of our school systems.

Planning will be essential now, and it appears that financial support levels will require continued coping with a financial squeeze. Further cuts are possible (the Governor's authority to cut budgets extends up to 15 percent), and another cut of 4-5 percent this summer is being anticipated. You and your fellow board members face a period of difficult decisions. Most of the current cuts, while aimed at certain programs, will have a general impact on your budgets. Couple this with delinquent taxes, protested taxes and the size of voted levies, and it becomes clear that we must work to ensure the quality programs we need. We must remember that dollars for schools are a vital investment in all our futures. Whether you use a zero-based budget approach or other process, you may want to review the state accreditation standard booklet and the methods you use to meet the standards. While they are requirements, there may be some flexibility in the approaches to meet them in the best and most cost-effective way. For the last few years the Board of Public Education has considered, under its "alternative standard," local proposals that, while deviating from normal practices, meet the educational needs of students. These alternatives have included sharing of services, innovative ways of utilizing staff, and use of technology.

It is also alarming to realize that the public concern about "Our Nation at Risk" may quickly fade as we work to cut expenses. We can't afford to sacrifice a quality school system; the alternative includes expanding numbers of dropouts and left-outs, who then continue the welfare cycle, fill the prisons and generally put a drag on our economic efforts. Keep this in mind as you work through your budget for next year.

On the positive side, I have presented to a legislative committee a proposal to utilize coal tax trust money for a building and insurance program. Property taxpayer relief is one of the goals of this thrust. I will continue with this effort which, I believe, will assist local districts in meeting real and immediate concerns to schools all around Montana.

Your efforts are critical and will be appreciated by your communities now and in the future.

Best Regards,
Ed Argenbright

Like their colleagues on the Great Falls campus, the traveling resource consultants are committed to helping students build communication skills so that they may live their lives with confidence.

A consultant may spend a typical week like this:

—Drive to Sunburst to consult with teachers who work with two low-vision students. The MSDB staff has found that most Montana teachers are willing and eager to offer quality programs and instruction to visually impaired students as long as they have guidance and support.

—Consult with a Havre optometrist, parent and cooperative director about a new referral—a child who is having academic problems that may be related to vision limitations.

—Have lunch in Harlem with the parents of an MSDB student who is in residence on the school campus in Great Falls. The visit is of tremendous value for good communications between school and home. As a link with the child's school, the consultant gives support to parents naturally anxious about a child away from home.

—Attend a Child Study Team meeting in Nashua to help develop goals for a former residential student who now attends public kindergarten. The Child Study Team, an ongoing component for both mainstreamed and campus students at MSDB, determines where and how a sensory-impaired child can receive the best education for his/her handicap—in the home district or at MSDB. As a consultant travels, it is important to keep in touch with Child Study Team plans for mainstreamed students.

—Drive to a rural home near Glasgow for an evening meeting with the family of a blind baby to help develop goals and activities.

—Drive, drive, drive! The consultants serve a few students as far away as 10 hours from the consultant's home office.

—Order Braille and large-print textbooks for the school year for all mainstreamed students.

—Conduct a tour of the MSDB campus for the parents and local education agency representative of a prospective residential student.

—Attend a State Board of Public Education meeting.

—Attend a Parent Teacher Houseparent Association meeting in the evening at MSDB.

—Any "spare time" (!) hours might be used for writing reports and correspondence, studying journals, scheduling appointments, becoming acquainted with Braille computer hardware, etc.

—On Saturday night at MSDB, there's the prom, athletic banquet, staff dinner or a basketball game.

—In addition there are monthly consultant meetings, presentations at service clubs or community groups and preparation for the annual Games for the Visually Impaired, a weekend of athletic activities for visually impaired children from all over the state. This year's games at MSDB are May 16-17.

Do these dedicated people have time for "life beyond work"? Helen Greenlee, Great Falls consultant, not only spends a week like the one just described, traveling as far as Westby on the North Dakota/Canada border, she also has a family of her own—five children and a husband. "I try to limit my time away from home to no more than two consecutive days," she said. "Sometimes I take one of my kids with me to show them what I do."

Fred Bischoff, MSDB's Missoula-based consultant, covers an area from East Helena to Troy, Eureka to Anaconda. "One day I'll travel to Plains to help a blind high school student with a special version of the ACT test for the visually impaired," he said. His assistance with instructions, planning and ordering the college-entrance exam are invaluable to a young woman who wishes to pursue academics at the university level. On another day, he will meet with parents of a deaf-blind baby in Anaconda and help a high school teacher of a visually impaired student order classroom materials for the next school year. "The students I reach range in age from infants to young adults," he said. "I work not only with the children themselves, but also with their teachers, parents and community support groups." Bischoff has been in his job for 16 years.

The traveling consultant program has been in operation since 1972, extending MSDB's services to a broad area. Like their colleagues on the Great Falls campus, the consultants encourage students to develop and use total communication skills so that they may live their lives with confidence.

On the Great Falls campus, students from all parts of Montana attend classes at MSDB as day and resident students. A building program over the past few years has expanded campus facilities, and ongoing programs provide a full range of educational programs for hearing impaired, visually impaired and multihandicapped students. Included are preschool, parent-infant, interpreter/tutor and career education programs, physical and speech therapy, sports and a full range of academic subjects. An Instructional Materials Center provides resources for students, faculty and traveling resource consultants.

MSDB's traveling consultant program requires a flexible, versatile and committed staff. The goal of the program has been and will continue to be to serve children—all the low-vision and blind students in every school district in Montana. Parochial and public school personnel should be aware that these consultants are available and ready to assist them in their own commitment to these children. The guidance and support of these trained consultants can make a difference for both teachers and students.

You are welcome to call MSDB for information about the traveling consultant program (453-1401).

HOT LINE SERVICE ENDS



The toll free education hot line (1-800-332-3402) to the Office of Public Instruction is no longer in service. From now on, you must call 444-3095 in Helena to reach the main desk, or call a staff person directly. A complete list of staff phone numbers is included in February's *OPI Report*, the monthly bulletin for school administrators.

MONTANA SCHOOLS

Montana Schools is published quarterly (September, December, February, May) by the Office of Public Instruction, State Capitol, Helena, MT 59620. It is distributed to public schools and members of boards, associations, organizations and individuals interested in education in Montana.

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COMPUTERS AND SPECIAL ED

by Dr. Linda Christensen and Carolyn Hughes

A recent study of computers in special education has produced valuable information for teachers working with students with special needs. The study, conducted by the Institute for Habilitative Services at Eastern Montana College in Billings, tells who is using computers in special education classrooms in Montana, how often and what for, what kinds of hardware and software they are using, what their needs are and how they think computer education for special populations can be improved.

In the spring of 1984 the Institute conducted a statewide survey of computer use in special education. The survey information was to be used for three purposes: to describe the current extent and type of computer use in special education; to improve preservice and inservice coursework in computer use for teachers and human resource service providers; and to help teachers use computers more effectively in their classrooms.

Written questionnaires were sent to every school district in the state and several residential facilities. Out of the 860 questionnaires sent to teachers, 259, or 29 percent, were returned. The classrooms surveyed served children and youth from 0-21 years old, although only a few (4 percent) served the youngest group (0-3 years old). Seventy percent of the responses were from resource room teachers who served students with a variety of handicaps typical in rural resource room settings.

Most of the respondents (87 percent) had access to computers, although only 34 percent had use of a computer full time. Eighty-one percent reported using Apple Computers (II + , IIe and II). Printers (41 percent) and paddies or joy sticks (28 percent) were the peripherals used most frequently. Access to other equipment was minimal (less than 5 percent).

When asked how extensively they used the computer, 23 percent said they spent no time on the computer, 43 percent spent 1 to 5 hours/week, and 34 percent spent over 5 hours/week on the computer. The teachers stated overall that 70 percent of the children in their rooms could use the computer independently. Of these, 76 percent were learning disabled, 9 percent were emotionally disturbed, 8 percent were mildly retarded, and 7 percent fell into other categories.

The computer was used in special education classrooms in three areas: recreation, instruction and management.

Recreational use consisted of games and free-time use: 31 percent of the respondents stated that they did not use the computer at all for recreational purposes; 61 percent said they used it for recreation from 1 to 5 hours/week; and 8 percent used it more than 5 hours/week.

Respondents said that the computer was used for instructional purposes in the following areas:

	Hours/Week
Drill and practice	3.1
Tutorials	2.6
Instructional games	2.4
Instructional management	2.4
Problem solving	2.1
Simulations	1.9
Test construction	1.4

Approximately a quarter to a third of the teachers surveyed used the computer for management purposes. Specific management uses and the percentage of respondents employing them were:

Generating tests	31 %
Monitoring tests	29 %
Data-based management	29 %
Assessment of skills	27 %
Grading	27 %
Scoring tests	25 %
Writing IEPs*	25 %
Error analysis of items	16 %

*IEP = individual education plan

Teachers were asked to list the software publishers and programs they used most frequently with their special education students. The nine software publishers used most often and the percent of respondents using them were:

DLM	36 %
MECC	31 %
Milliken	14 %
Hartley	13 %
Spinnaker	5 %
Learning Company	4 %
Commodore	4 %
Random House	4 %
Texas Instruments	3 %

Teachers listed 20 software programs they used most frequently in special education:

DLM Allen Addition
Bank Street Writer
DLM Meteor Math
DLM Alligator Mix
Apple Writer
Milliken Math
MECC Spelling
DLM Dragon Mix

MECC Huckle
MECC Oregon Trail
Pytechnic Precision Teaching
DLM Word Master
Scholastic Microzine
DLM Spelling
Early Games
Hartley Money
Magic Spells
MECC Elementary K-6
MECC Teacher Utility Test Generator
Hartley Clock

In addition, teachers were asked what they thought were the most significant barriers to more effective computer use in their classrooms. The areas most often cited and the percentage of teachers who stated them as a concern were:

Lack of appropriate software: 66 %
(Teachers said that only about 33 % of commercial software was appropriate for special populations.)
Lack of teacher training: 33 %
Decrease in teacher time available for other activities: 27 %
Lack of appropriate hardware: 26 %
Lack of student skills to operate computer: 25 %
Inadequate maintenance of hardware: 13 %
Lack of appropriate peripherals: 10 %
Rapid loss of student interest: 10 %
Teacher or student fear: 10 %

The survey generated valuable information about computer use in special education in the state and indicated several directions for improvement.

Apparently the majority of special education classrooms have access to computers, and teachers are using them for recreation, instruction and management. However, appropriate software and teacher training are areas that need attention. The software available to special populations is inadequate, respondents said, and teacher skills in use, evaluation and software adaptation should be improved.

The special education program at Eastern Montana College has begun to address teacher training needs through requirements in preservice programs and through inservice training in the field. The need for software appropriate to special populations must be addressed by professionals in special education as well as the computer industry.

Dr. Linda Christensen is an assistant professor at the Institute for Habilitative Services, Eastern Montana College. Carolyn Hughes is a special education teacher in the Laurel Public Schools.

PRECERTIFICATION TEST CONTACTS

Effective July 1986, all teachers must demonstrate competence in basic skills before they are initially certified to teach in Montana's public schools. The National Teachers Examination Core Battery is the test validated for this requirement. The precertification rule was passed last year by the State Board of Public Education.

The NTE Core Battery consists of three separate two-hour tests in the areas of communication skills, general and professional knowledge.

The test is given by the Educational Testing Service (ETS) of Princeton, New Jersey. In Montana, ETS contacts have been established at nine sites.

Rocky Mountain College

James Taylor
Certification Officer/Registrar
Rocky Mountain College
Billings, MT 59102
657-1029

Eastern Montana College

Russell Forman
Testing Coordinator
Eastern Montana College
Billings, MT 59101
657-2283

Montana State University

Al Suvak
Director of Testing
Montana State University
Bozeman, MT 59717
994-4311

Western Montana College

Eloise Snavely
Director of Teacher Education
Western Montana College
Dillon, MT 59725
683-7153

Dawson Community College

Paul Fastig
Student Financial Aid
Dawson Community College
Glendive, MT 59330
365-3396

College of Great Falls

Jim Sikora
Dean of Student Services
College of Great Falls

Great Falls, MT 59405
761-8210, x210

Northern Montana College

Gerald Bekker
Professor of Education
Northern Montana College
Havre, MT 59501
265-3221, x3115

Carroll College

Rev. Daniel Shea
Director of Student Development
Carroll College
Helena, MT 59625
442-3450, x242

University of Montana

Berta Plane
Administrative Asst.
Center for Student Development
University of Montana
Missoula, MT 59801
243-4722

EYH BRINGS HORIZONS WITHIN REACH

How can you encourage a young woman to explore the many exciting career options in science and mathematics? Expanding Your Horizons, an annual event in Montana, is such an opportunity. At 11 sites, the one-day conference brings students grades 7-12 in direct contact with women in a variety of technical fields and lets these professionals inspire them with their experiences.

The EYH hands-on workshops and general sessions are presented by biologists, doctors, architects, engineers, teachers and others in math/science related trades and professions. They heighten young women's awareness of the importance of enrolling in math and science courses early and the career options open to them.

Each conference site offers a dynamic program this year. Great Falls' keynote speaker will be Gayle Joslin, wildlife biologist for the Montana Department of Fish, Wildlife and Parks, whose specialty is the study of mountain goats. Judith Martin, Montana's alternate to the NASA Teacher in Space program and a science teacher at Missoula's Sentinel High School, will be a guest at the Missoula EYH conference. In Helena, Linda Brock, Bozeman architect, and Susan Leaphart, Helena attorney, will be keynote speakers. Patricia Johnson, one of Montana's two Teacher in Space candidates, also will participate. The other sites promise programs that will fill a young person's day with excitement and inspiration.

For general information about the EYH program, contact Pat Christie at OPI (444-5664). For information about a specific conference, get in touch with the contact person listed here.

Billings—March 22, Rocky Mountain College: Sandra Barz 656-4795 (home) or 657-1081 (work).

Bozeman—April 19, Montana State University: Marty Weaver 587-8815 (home) or 994-4744 (work). Mary Ellen Wolfe 587-9637.

Butte—March 22, Montana Tech: E. Wing Spooner 723-5421, ext. 2253.

Glasgow—March 15, Glasgow High School: Janet Markie 228-2602.

Glendive—April 5, Dawson Community College: Andrine Haas 365-3396.

Great Falls—March 22, College of Great Falls: Sharon Patton 791-2312.

Havre—March 22, Havre High School: Joanne Erickson 265-4356.

Helena—March 1, Capital High School: Robin Putnam 443-0967.

Kallispell—April 5, Flathead High School: Chris Ross, 755-5300, ext. 257.

Lewistown—March 22, Fergus Co. High School: Mary Jo Hamling 538-3263.

Missoula—March 22, University of Montana: Betty Gouaux 626-5683 (work) or 626-5222 (home).



Valerie Walker, pilot for Western Airlines, was a guest at the 1985 Expanding Your Horizons conference in Helena.

TRAINING BEHIND THE WHEEL

Advanced Driver Education classes teach "hands on" safety skills.



A student at the Advanced Driver Education Program takes a school bus through a training exercise. The one-day workshops are given throughout the summer in Lewistown, at an airport landing strip modified to accommodate vehicles—cars, school buses, ambulances and other utility vehicles. The program has trained over a thousand drivers since it began in 1979.

One of the most successful training programs in Montana takes place each summer on an unlikely expanse of high prairie near Lewistown. There, an old airport landing strip has been modified to accommodate the popular Advanced Driver Education Workshops, a series of one-day safety classes for school bus drivers, driver education teachers, firefighters, law enforcement personnel, ambulance drivers and drivers of other utility vehicles. From all points of view, this workshop is what "hands on" is all about.

A typical workshop begins with a classroom session: an introduction to the driving task, visual perception skills, vehicle dynamics and other topics, along with an explanation of what is expected out on the course. The workshop's passive component ends there. From then on, participants are "behind the wheel."

At the airport site, the class divides into small groups and rotates through four training exercises with four instructors. Depending on their needs, some drivers trade back and forth among cars, school buses or ambulances.

In the skid exercise, a driver learns to control a vehicle on a curved stretch of pavement which has been watered down with an innocent-looking pond of water. You drive into the curve, and the instructor suddenly brakes the vehicle into a skid, using a special braking device. You attempt to bring the vehicle safely back into control, ignoring the fact that your stomach is now somewhere behind your ear lobes. After several tries and plenty of calm advice, you have learned to recover a skidding vehicle.

Off-road vehicle recovery is an exercise in stabilizing a vehicle when its wheels drop off the shoulder at the road's edge. It continues with practice in handling variable curves and sharp corners.

Controlled braking simulates a situation in which you have come to the crest of a hill, and there in your lane is a cow, deer, person or some other unexpected obstacle (another stomach lurcher). The fourth exercise, "serpentine and evasive," requires proper techniques to stay out of trouble and control a vehicle around fixed objects. In all of the exercises, carefully measured distances and bright orange traffic cones simulate the actual

Behind the Wheel, cont.

hazards. The airstrip is spacious; drivers going through the exercises do not interfere with one another.

The instructors evaluate driving performance on a check sheet. This review lets the drivers compete against themselves and improve their skills each time they run through an exercise.

It is easy to assume that all of the instructors are sadists who love to see people turn deathly pale with adrenalin. That is absolutely not the case. "It is important to remember that we are simulating situations that are critical and hazardous, but are doing so in a safe, controlled manner," said Curt Hahn, program director and the Office of Public Instruction's traffic education specialist. "Our students are able to learn and improve their skills in a safe environment. If they should actually be in one of these situations—maybe with a busload of kids—they should be able to react promptly."

The objectives of the advanced training are straightforward.

Drivers learn to increase their confidence, improve their skills in handling and controlling a vehicle in a hazardous situation and know their own limitations and those of the vehicle and road conditions. Use of seat belts for vehicle control is stressed.

The Advanced Driver Education Workshops are sponsored by the Office of Public Instruction, with help from the Department of Justice and Fergus County, which provides the airport site rent-free. Northern Montana College in Havre arranges for students to obtain credit for the training, if desired. In the past, school bus contractors and some school districts have loaned school buses, and other local businesses have loaned cars and other equipment for the course. This year, the Montana Department of Highways will assist with pavement repairs at the airport site.

When it began in 1979, the program was open only to school bus drivers and driver education teachers. It soon expanded to

include other professionals, and a growing enrollment attests to the program's success. Since it began, over a thousand people have been trained in the Advanced Driver Education program.

Instructors come from various schools and disciplines. Last year's instructors were Ken Leighton-Boster of Billings, Ken Watson, English and driver education teacher at Blue Sky High School in Rudyard, and Harold Lair, who teaches driver education and English at Polson Middle School. Program director Curt Hahn and Terry Brown, OPI's pupil transportation safety specialist, alternate in Lewistown as the fourth instructor. Program participants appreciate the worth of the training to their jobs at home largely because of the excellent instruction from these committed teachers.

This summer will see the program's eighth season. If you are interested in signing up, contact Terry Brown (444-4396) or Curt Hahn at OPI (444-4432).

NEWS BRIEFS

SCHOOL HEALTH PROGRAM WINS AWARD

Physical Management, an adaptive physical education class designed to meet the needs of overweight students, has been selected as one of five programs to receive the Director's Community Health Promotion Award at the Governor's Conference on Health Promotion and Disease Prevention, February 27. Physical Management was developed by Billings teacher Eileen Solberg. It is now included in the National Diffusion Network of education programs available to schools nationwide.

The program will be submitted to the U.S. Department of Health and Human Services for national competition. For information about the program, contact Eileen Solberg, Box 891, Billings, MT 59103.

EQUITY ADVISORY COMMITTEE FORMED

A five-member Sex Equity Advisory Committee has been formed to counsel the Office of Public Instruction and Montana High School Association on the implementation of the 1983 Title IX settlement agreement on equity in athletics. State Superintendent Ed Argenbright made the appointments in December.

Members of the committee are: Sally Listerud, Wolf Point, a member of the State Board of Public Education; Toni Rosell, counselor at Will James Junior High School in Billings; John Frankino, Helena coach and mathematics teacher at Capital High School; Walter Scott, Chinook school superintendent; and Tammy Hall, a Montana High School Association board member and school trustee in Bozeman.

The Title IX settlement agreement comes from a lawsuit filed in federal court that said Montana did not provide girls with equal opportunities in athletics. The advisory committee will review and comment on actions to effect equality in Montana high school sports.

NATIONAL PTA TEACHER APPRECIATION WEEK

Both the National and Montana PTA are supporting American teachers by letting them know that they appreciate teachers' contributions to children's futures. National PTA Teacher Appreciation Week, May 4-10, will feature activities to thank teachers.

PTAs may purchase free kits on PTA Teacher Appreciation Week by writing: National PTA, 700 N. Rush St., Chicago, IL 60611-2571. For information on local activities, contact Marilyn Taylor, 356-2801.

TEACHER FELLOWSHIP AT KENNEDY CENTER

The John F. Kennedy Center for the Performing Arts in Washington, D.C., is seeking applicants for its 1986 Summer

Fellowships for Teachers of the Arts. The program brings as many as eight teachers from across the country to a three-week residence at the Center.

The program is open to full-time private or public school teachers who spend at least 50 percent of their professional teaching in direct contact with students grades K-12. At least 50 percent of their time should be spent teaching visual arts, dance/movement, music, theatre/drama, film or creative writing. Priority is given to teachers who have at least five years experience.

The application deadline is March 1. For information, contact the Alliance for Arts Education, Kennedy Center, Washington, D.C. 20566.

EDUCATION LAB SEEKS INFORMATION ON TEACHER PROFESSIONALISM

The Northwest Regional Educational Laboratory (NWREL) of Portland, Oregon, is seeking information on preservice and beginning teacher programs and long-term professional development for experienced teachers.

NWREL hopes to establish a network of schools, agencies and associations with an interest in these types of professional programs. Collegial interaction such as the use of experienced teachers as mentors for beginning teachers, peer coaching among faculty and similar efforts are of particular interest.

Contact John Mahaffy, Director, Center for Professional Development, NWREL, 300 SW 6th Ave., Portland, OR 97204 (503-248-6800).



PROGRAM BOOSTS WOMEN IN SCHOOL LEADERSHIP

A model training program at Montana State University could change the number of women in school administration over the coming years.

The training program, funded by a grant from the Women's Educational Equity Act, will focus on the elimination of barriers to women seeking school management positions. The grant will provide ten fellowships to women pursuing master's or doctorate degrees in general school administration. Coursework and field work in schools will be included in the program.

While women have dominated the field of education, at least at the elementary level, as teachers, counselors and curriculum coordinators, school leadership has traditionally been male, according to Ardy Clarke, the program's director. In school year 1983-84, for example, 63 percent of Montana's teachers were women, and 78.4 percent of the state's school administrators were men.



Browning Administrator Wins Top Honors

Tom Thompson, Superintendent of Browning Public Schools, was recently named Indian Educator of the Year by the National Indian Education Association. Thompson, who was born and raised on the Blackfeet Reservation, received the award at the association's annual convention in Spokane.

Thompson is a member of the State Board of Public Education and the Indian Education Advisory Council, formed last year to guide the board and Office of Public Instruction in issues involving Indian education.



Statue of Liberty Honor Roll

Add these to the growing list of schools whose students have worked hard to raise funds for the renovation of the Statue of Liberty and Ellis Island National Monument.

Hillcrest School, Butte
Frontier Elementary, Wolf Point

K. Ross Toole's

Montana

One of the most exciting new acquisitions at the Office of Public Instruction's Audiovisual Library is *K. Ross Toole's Montana*, a 20-lecture telecourse on videocassettes. The series is a record of Toole's popular University of Montana class, "Montana and the West," made before he died in 1981. It is illustrated with archival material, live video, maps and graphs. The series was produced by Montanans for Quality Television (MQTV) in Missoula.

The telecourse is currently being aired on KUED-TV, public television from Salt Lake City, for the enjoyment of a wide audience and for academic credit through the University of Montana. This programming and the fact that any school district in Montana may rent the telecourse from OPI mean that Toole's extraordinary teaching can reach many more people, as well as generations to come.

A broad spectrum of Montana history is covered in 20 lectures, each with the unique K. Ross Toole style that frequently aroused standing ovations in a lecture hall packed with students. He begins with the state's prehistory and native American history, and takes the viewer up to the contemporary development of coal and water resources.

When a school district rents the telecourse from OPI, it also receives on loan a comprehensive study guide for teachers and students. The guide gives an overview, learning objectives, background notes, learning assignments and an extensive bibliography for each lecture.

The guide was written by Missoula writer, Jeffrey J. Smith, produced by MQTV and published by OPI. It is intended for secondary students, but resourceful teachers may adapt it for lower grades.

The study guide is an exceptional curriculum resource, as well as just plain interesting reading. An excerpt from Lecture 15, which covers the homesteading period in Montana (ca. 1900-1920), is reproduced here. The quotations are from Toole's lectures and writings.

THE FARMING FRONTIER

by Jeffrey J. Smith

It was, therefore, a miserable kind of life. Why then were they sticking with it? Number one, they were sticking with it because most of them were extraordinarily tough men and women. Just plain tough. Secondly, they stuck with it because actually there was a reason for real hope. This was the wet period. The second season, the third season, they were growing magnificent wheat, and the price of that wheat, especially after war started in Europe, was very, very good. So they had all kinds of reasons to hope.

By 1885, PRACTICALLY ALL THE land east of the Mississippi River was fully settled. The frontier there was gone. In contrast, Montana was still wide open. It had only a few permanent settlements east of its huge lumbering and mining districts in the west.

By 1900 Montana's population reached 243,000. Butte was the crowned king by virtue of its mineral wealth, the jobs it provided, and its bulk of 30,470 persons. Only nine other "cities" boasted populations of more than 2,500 people. According to the U.S. Census, Montana was still considered a frontier because it had less than two persons per square mile of territory.

In 1905, 56 million acres of U.S. government-owned land was unreserved and unoccupied in the Northern Plains. Almost 75 percent of that land lay in Montana east of the mountains. Here was the incentive to the homesteaders, the "honyockers"—free land! Into this remote and tough land came 80,000 homesteaders. Between 1900 and 1920, Montana's population doubled to just over 500,000 people. Why did they come in such numbers in such a short time?

The first reason, says Dr. Toole, was that the U.S. Congress

wanted to give away public lands. Three main laws promulgated this policy. The original one, the Homestead Act of 1862, provided the farmer with 160 acres, free but for a filing fee. It had little effect in Montana. Though the first homesteader on record, David Carpenter, came to claim his 160 acres on August 1, 1868, he was one of only a few who considered 160 acres enough to make a living in semiarid central and eastern Montana.

The Desert Land Act of a few years later (1877) offered a full 640-acre section for 25 cents an acre as long as the homesteader agreed to irrigate part of the land. After three years, when he proved he had irrigated the land, it became his for another dollar an acre. The measure benefitted the stockman more than the farmer, who could rarely afford irrigation costs by himself.

At the urging of Montana's Senator Joseph M. Dixon, Congress passed the Enlarged Homestead Act in 1909. It set the acreage at 320 acres and allowed the farmer three years to "prove" the land.

The second reason that people flooded into Montana's drylands was because of the "railroad colonization program." James Hill, the builder of the Great Northern Railway, loved the Northwest but hated to see empty boxcars. Hill, Dr. Toole says, "was an empire builder. He wasn't merely interested in building and maintaining a railroad and making money. He wanted to see some 8,000 farms where there were only 150 huge ranches."

The Great Northern and other railroads staged an elaborate, if somewhat exaggerated campaign to convince people that Montana's drylands were a desert waiting to bloom. It was the largest advertising campaign the railroads had ever undertaken. They created special homesteader rates of passage: \$22.50 from St. Paul to Miles City, \$30 from St. Louis; and you could rent an entire boxcar for your belongings and livestock for only \$50. Not only did potential new settlers hear about free land, they also got to see demonstration trains filled with wheat grown in the desert and filled with promotional literature. Farmers in semiarid country, said the pamphlets, "can grow better average crops than they are growing in Illinois today because we can secure the ideal condition, and control it, and they cannot do it in Illinois because they have too much rain."

The third reason was scientific. Soil experts like Hardy Webster Campbell and Thomas Shaw were funded by the railroads to preach the potentials of the dryland methods of farming. They wrote brochures, started magazines and books. The average rainfall, said some of the circulars, was 16 inches in eastern Montana. Professor Shaw wrote, "The soil of this entire area is essentially a clay loam, very rich in mineral matter...has great staying power. The water is relatively good. A portion of this region has been homesteaded for the past two or three years by persons who have prospered."

Montana's chamber of commerce, the State Bureau of Labor, Agriculture and Industry, and other state government officials published facts and figures to prove homesteading could be profitable. A statewide Montana Development League kicked in to sound its drumbeat. "Locators" were there to meet new arrivals and would, for a fee, show them the landscape and help file their claims.

There were some dissenting scientists, Dr. Toole says. R.N. Sutherlin, since 1872 the editor of *The Rocky Mountain Husbandman*, a popular farm journal, labeled dryland farming "a misleading misnomer" that "misrepresents our conditions here to the easterner or would-be settler."

Dr. F. B. Linfield, an agriculture professor at Montana State College in Bozeman and the director of the state's only agricultural experiment station, was convinced that Montana was too dry to support all the new farmers. He advocated combining irrigation with dryland farming. However, the land which could be irrigated was soon taken, and the honyockers kept coming, taking the land on the benches, away from the rivers.

From 1910 to 1917, the average rainfall in central and eastern Montana conformed to the promotional brochures: 16 inches. This "wet" period ensured good crops. The average yield per acre was 25 bushels, a very good yield. The U.S. Federal Reserve Bank approved farm loans, and the National Council of Defense sounded the siren that "food will win the war." Farmers expanded and planted as much wheat as they could.

"New towns sprang up, honyocker towns, very much unlike the old cattlemen towns," said Dr. Toole. "These were utilitarian towns. They were not marked by bars and saloons. They were marked by granaries, the church, the school, the one main street. Everybody was very serious. This is not a whoop-em-up town at all."

Good prices, good weather, readily available loans, increasing use of new farm machinery—all these circumstances meant that there *was* reason to hope. However, Dr. Toole ends his lecture

with a reference to Walter Prescott Webb, who said, "Once the desert has been recognized and accepted as the dominant force in the west, what goes on there among animals, plants, and men makes sense." As hopeful as this new Montana boom was at its apex in 1917, Dr. Toole is saying, it never really faced the essential truth of the Northern Plains. It never, therefore, really made sense.

They published a magazine—beautiful color photographs of what could be done out here—the cost of which was all borne by the railroads. And the railroads made it extremely easy to get here. They had, for instance, what they called a one-way, settler's fare.

LEARNING OBJECTIVES

Professor Toole has thus far established several important patterns that recur through Montana's first 50 years. As he crosses into the new century, he does so as many Americans did; he goes to the homesteads. The pattern of too much too soon without thought of the natural resources—the land—continues through Montana's homestead, or honyocker period, 1900-1920. Though these new arrivals to Montana were tough and well intentioned, they ignored the fragility of Montana's land.

BEFORE VIEWING

We are coming to a period in Montana's history where we can reach through the generations and hear our own family's story. Oral history is important. Although Dr. Toole tells us that three-fourths of the homesteaders left the state, over 20,000 people stayed. Who these people were and how they survived the homesteader bust are questions we may be able to answer by asking our relatives. Have students poll their classmates to find out whose grandfathers or grandmothers or great-grandparents came to Montana during this homesteader period. Perhaps you can invite to speak in your classroom someone in your community who can bring these days alive through personal reminiscence.

The Montana Historical Society in Helena has an ongoing oral history project that focuses on the homesteaders. Its staff can offer advice and perhaps help schedule a presentation at your school.

WHILE VIEWING

One of the ways a historian can judge a period and, to a certain extent, the people of that time, is through data. Dr. Toole mentions agriculture yields, prices and dates, fees paid, numbers of banks, numbers of farms, and even the square footage of the homesteaders' cabins.

Professor Toole is again outspoken in defense of Montana's natural resources—in this case, its topsoil and the value of the land. Viewers may want to talk about the specifics of Dr. Toole's conservationist perspective. The topsoil—the land's fertility—is inextricably linked to the future, just as the homesteaders' use of Montana's lands is important to us today. The land's ability to sustain life is every generation's legacy to its children. Does any generation have the right to degrade this inheritance?

AFTER VIEWING

Often the head of a homestead would have to leave during the winter to work in town to support his family. Consider this woman's description:

When he went away, I was left once more on the homestead without a man, and this time with nine children, the youngest a baby three weeks old. He sent every dollar of his wages home as fast as it was earned, yet with me the winter was one long struggle to keep my family warmed and fed, and to save the horses from starvation. Upon the horses depended our ability to put in one more crop.

Perhaps the most resounding insight into the lives of Montana homesteaders comes to us through the writings of women. Viewers may want to further their appreciation for the hard lives of these people by reading from the published diaries of homestead women.

Another important resource is the film, *Heartland*, produced by Elizabeth Ferris and Annick Smith of Missoula. The movie was



Leroy (Blaine County), 1913.

Montana Historical Society

filmed near Harlowton, Montana, and is based on the life and letters of Wyoming homesteader, Elinor Pruitt Stewart. The Montana Committee for the Humanities in Missoula will help you arrange a showing of this excellent film and a community discussion.

BACKGROUND NOTES

Dr. Toole says that historians don't know the origins of the word "honyocker." Some say it comes from the word "hunyak," which means an immigrant from central Europe. It was a perjorative term; you did not call your friend a honyocker. "Scissorbill," "nester," and "honyocker" were terms for name calling, terms of derision.

Dr. Toole also says that although the railroads encouraged immigrants to homestead in the Northern Plains (many of them were Scandinavian or Slavic), most of the homesteaders were native born. Very few arrived in Montana without their wives and children. Most had some farming experience, though a sizeable minority had never farmed before.

James J. Hill, the founder of the Great Northern Railroad, is worth studying. Some students may want to read one of his biographies for extra credit. Dr. Toole calls him an "empire builder." He was a railroad builder, to be sure, which, at the end of the 19th century, put him in a class with few others. He must have had a single-mindedness because he built the railroad without the federal government subsidies and incentives given his big competitor, Northern Pacific.

Hill was a Canadian who had already built a rail line between St. Paul, Minnesota, and Winnipeg, Canada. By 1866, both by new construction and by buying existing lines, his road to the Pacific Ocean reached Minot, North Dakota. He worked with Paris Gibson, the father of Great Falls, to preempt both Helena and Butte and push his railroad through Great Falls—which it did in the spring of 1887, its tracks right through the middle of the town's finest park. The Great Northern's engineers were the first to find the Marias Pass through the Continental Divide, and the road reached Everett, Washington, in the summer of 1893.

Writer Joseph Kinsey Howard thought Hill important because he demonstrated how much influence one strong individual could have over the history of an entire region. After the Enlarged Homestead Act and the sales ability of James Hill's scientists, homesteaders filed on one million acres of Montana in 1909. The next year, it was almost five million acres. By the time Hill died in 1916, homesteaders took up 42 percent of the entire state of Montana. They were growing nearly 3.5 million acres of wheat.

Hill saw the fruition of his dream. The homesteaders were still arriving, the price of wheat was up because of the war effort, and there was hope that hard work and dryland farming would continue to make the desert bloom. But Hill passed away before this dream faded into the mirage of the hot, ceaseless drought of the postwar years.



Sod home near Big Sandy, 1914.

Montana Historical Society

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For information about ordering the K. Ross Toole telecourse, contact your school district's film coordinator or Jim Meier, Audiovisual Library, Office of Public Instruction, Helena, MT 59620 (442-3170).

RESOURCE NOTES

Resource Notes, by staff specialists at the Office of Public Instruction, give Montana educators a variety of useful information and access to important resources in specific subject areas. If you have any questions about what you read here or simply need assistance, call OPI 444-3095.

PUPIL TRANSPORTATION

There's No Safer Way to Travel

School bus transportation is safer than airplane travel. It's safer than walking. It's the safest way to go—period. Word from the National Safety Council is that the friendly yellow school bus is the most secure way for humans to move from one spot to another.

According to the Council, the latest statistics show that the school transportation fatality rate is down: one death is reported for every 50 million miles traveled. With school buses traveling about 3.3 billion miles a year, last year saw 100 fatalities related to school buses (45 students, five school bus drivers, 50 nonstudents involved in accidents with a school bus).

Only ten of the students who died in bus-related accidents last year were school bus passengers; 35 were pedestrians, most of whom were killed while passing in front of their bus. The Council reported 29,000 school bus accidents last year (23,000 involving only property damage) and 8,400 injuries, of which 5,500 were to pupils.

Insurance Increases

Skyrocketing insurance costs are a major issue in school bus transportation. Increases ranging from 28 percent to 1,500 percent have prompted a congressional subcommittee fact-finding hearing.

Although legislation has not yet been proposed, suggestions include a new federal regulatory agency; a federal reinsurance pool; applying antitrust laws to the now exempt insurance industry; changes in tort law; maximum award amounts; and "assigned risk" programs. If nothing is done about rising insurance rates in the next year, the state legislature may have to address the issue.

Loading/Unloading Fatalities

A 1984-85 School Bus Loading and Unloading Survey from the Kansas Department of Transportation shows a decrease of one fatality from the previous year, or a total of 30 fatalities. The survey, which reports only fatalities at loading and unloading areas, also found that all but nine of the fatalities

occurred at the unloading stop on the trip home; accidents in which the school bus strikes the student continue to account for the largest percentage of deaths; and 50 percent of the total fatalities involve students from five to eight years old.

—Terry Brown
Pupil Transportation Specialist

SOCIAL STUDIES

1986 JISEA Fellowships

Applications are being accepted for fellowships to the Japan Institute for Social and Economic Affairs (JISEA), an opportunity for U.S. and Canadian social studies educators to observe contemporary Japanese life and enhance their perspective on international relations. The summer study program is offered in cooperation with the National Council for Social Studies.

The deadline for applications is *March 5*. Contact Ed Eschler at OPI, or write: NCSS Selection Committee for JISEA Fellowships, 1333 Gough St., Suite 6F, San Francisco, CA 94109.

Inservice in Current Affairs

Dr. Dale Greenawald, former teacher, university professor and state social studies director, can assist school districts with current events programs through inservice workshops. The workshops must relate to current events (e.g., structuring a current events course, teaching critical thinking and problem solving, using current events in social studies classes, etc.). At least 12 teachers should be involved, but small districts may conduct joint inservice.

For information, contact Ed Eschler at OPI.

—Ed Eschler
Social Studies Specialist

GUIDANCE

"Montanans Caring for Kids"

Adolescent drug and alcohol abuse is the subject of a workshop, "Montanans Caring for Kids," in Billings, February 17-18. It is sponsored by Billings Public Schools, OPI and the Western Training and Development Company.

The workshop will provide community and school personnel at all levels with valuable information on prevention pro-

grams.

Call Darla Bustos at Billings Public Schools (248-7421) for information.

National Pathfinder Scholarship

Applications are being taken for the Pathfinder Scholarship, a \$1000 award to a woman working on an undergraduate or graduate degree in drug and alcohol abuse research (available for fall term 1986). The award is made by the National Federation of Republican Women, based on a nomination from its state chapter.

For applications or information, contact Judy Birch at OPI. Applications must be returned to Dr. Birch by *March 3*.

—Judy Birch
Guidance Specialist

ARTS EDUCATION

Butte Art Adorns Calendar

Congratulations to Butte students for their many honors in the 1986 Children's Art Calendar from Northwestern National Life Insurance. In the K-6 nationwide competition, the drawings of Angel Braach (Whittier) and Bill McGee (Hillcrest) were chosen for January and March, respectively. Butte students also received 11 honorable mentions!

A show of the children's art from the calendar competition will be at Butte's Plaza Mall in March.

Young Audiences

Introducing live performing arts to children is the business of Young Audiences of Western Montana. Professional artists give performances and involve the children directly in them. The program is affordable to school districts.

To find out how to schedule a program, call Marliss Correll in Missoula at 721-5924, or write Young Audiences, PO Box 9096, Missoula, MT 59807.

—Janet Altwal
Arts Education Specialist

MATH/SCIENCE

Presidential Awards Nominations Sought

State nominations are being accepted for the 1986 Presidential Awards for Excellence in Science and Mathematics Teaching. Science and math teachers may be nominated by colleagues, administrators, students or parents. Nominations must include teacher's name, school, school address, nominee's signature and position. Each state will select six teachers (three in each field) and forward their names to the national selection committee. Two winners from each state will be selected (one in



math, one in science).

Nominations must be sent by *March 1* to Bob Briggs or Dan Dolan at OPI.

Math/Science Bill Update/Inservice

As of the first of the year, districts that applied for staff development funding under Title II, Education for Economic Security Act, received their allocations. As district plans evolve, several federal regulations should be kept in mind.

All monies must be spent on inservice in mathematics and/or science *only*. Monies cannot be used for equipment; instructional supplies purchased must specifically relate to the inservice programs. If private schools in the district were part of the needs assessment, the district must provide inservice for their staff, spending an equivalent amount per student. The deadline for district expenditure of funds has been extended to *December 31, 1986*. Final fiscal and evaluation reports are due at OPI by *January 31, 1987*.

Districts that did not apply for funds this year may do so next year as long as they complete a district needs assessment. Districts participating this year must reapply and give an update for next year's inservice plan.

Although Congress authorized continued math/science funds, the funding level was cut 50 percent. More cuts are possible under the Gramm-Rudman tax bill.

OPI and the Commissioner of Higher Education are sponsoring regional inservice programs, and districts may wish to use their local monies to support teachers attending them. Some are already under way; contact the person noted about subsequent meetings.

Math/Secondary: Activity approach, computer use in math, problem solving, trends in math curriculum. February 21, Carroll College, Helena; April 25, MSU, Bozeman; May 16, Great Falls Vo-Tech Center. Teachers may attend as many workshops as they wish. Johnny Lott, UM (243-2403).

Earth Science/Secondary: Educator/geologists visit 32 districts, assisting in earth science curriculum, field trips. Arranged by site. Tom Zwick, Eastern Montana College (657-2012).

Gifted/Talented Math K-8: Two 2-day workshops and series of 8 afternoon sessions to train teachers to assist gifted/talented students in math. February 14 and March 21, Eastern Montana College, Billings. David Davison, EMC (657-2174).

Math/Science: Elementary & Secondary: Courses at Dawson Community College, Glendive, winter, spring, and summer quarters. Pat Edgar, DCC (365-3396).

Physical Science 3-8: Summer workshops (4 ½ weeks) at Western Montana College. John Rogan, WMC (683-7132).

Science Safety/Secondary: Regional 2-day workshops, Kalispell, Missoula, Dillon, Great Falls, Billings, Miles City, Bozeman, Glasgow. Russ Hartford/Gary Freebury, Flathead HS (755-7130).

Math/Secondary: "Math Lab Curriculum for Jr. High" materials used, problem solving/activity approach. Limited to 25 persons. July 7-17, Eastern Mon-



OPI SPECIALISTS MAY BE REACHED AT
444-3095

RESOURCE NOTES

iana College. David Davison, EMC (657-2174). The course may also be part of Glendive summer program, July 21-31 (see above), if sufficient interest.

—Dan Dolan
Mathematics and Computer
Education Specialist

ENGLISH LANGUAGE ARTS

Montana Programs/People Excel

When winter seems long, it's good to know that exciting things happen in our English programs.

Dr. Beverly Chin of the University of Montana and director of the Montana Writing Project, received a Burlington Northern Foundation Faculty Achievement Award at UM. Many schools have sent their teachers to train with the Writing Project, making a firm commitment to teacher training in writing education. Congratulations to them and to Dr. Chin.

Laurie Nelson, teacher at Hardin High School and president of Montana Association of Teachers of English and Language Arts, was chosen to attend a seminar at the Shakespeare Folger Institute in Washington, D.C.

At the National Council of Teachers of English convention last fall, Montana received formal honors and positive comments about its "sophisticated networking" and district support of programs. Lynn Vanderberg, St. Ignace teacher, won a NCTE award for her article, "Teaching Poetry on the Reservation," in *English Journal*, February 1985. NCTE also honored Kalispell District 5 (emphasizing its Content Reading in Secondary Schools Programs) as a Center of Excellence.

Eastern Montana College's Department of English now requires faculty who teach methods classes to spend time teaching in the public schools. Professor Walt Utroski is working in Billings Public Schools. It's inspiring to see EMC pioneering this effective program.

Students receiving honors recently are Karilee Cramer, Bozeman Sr. High, and Nancy Stone, Hellgate High, Missoula, who won 1985 NCTE Achievement Awards in Writing. Mac Swan of Polson High is the program coordinator.

Other awards and activities should be included—exciting classroom practices, reorganized programs, concerned administrators and boards and support and exchanges between colleges and teachers. Like the language they teach—always changing, never static—our English educators are alive and vital.

Reminder: Young Writers Program

February 15 is the deadline for nominations for the NCTE Promising Young Writers Program. See "Resource Notes" in *Montana Schools*, December 1985, or call Claudette Morton at OPI.

—Claudette Morton
English Language Arts Specialist

FOOD SERVICE

Cooperative Purchase

Continental Keil, Inc. of Billings was awarded the December 1985 Cooperative Purchase food bid. Its low bid was \$354,221.20 for 23,111 units. Deliveries will be made by February 7. Competitive bidding gives participating schools a savings of 20 to 40 percent. The request for September 1986 orders (delivery October 1986) will be mailed to schools in April.

OPI Food Services: A Great Resource

Schools hiring new food service personnel may take advantage of the many services of OPI's Food Services Division. Assistance can be as simple as answering questions over the phone or as complex as a complete review, with consultation and recommendations. We also offer expertise in planning new facilities or remodeling existing ones. There is no charge for this service.

A limited supply of *Favorite Recipes of Montana Schools* is free to new cooks and managers. We also have films and projectors to help programs in various food preparation areas. The training films (about 20 minutes each, self-rewinding) cover basic instruction in bread baking, meats, fruits, vegetable preparation and other subjects.

Individuals may participate in a self-study training course in all aspects of school food service. You progress at your own speed, and tests determine if you are ready to move to the next packet.

Call 444-2501 for information.

Training Conferences 1986

Superintendents are urged to arrange for their food service personnel to attend one of OPI's training conferences, which deserve much credit for improving school lunch programs. The agenda includes: cost control ideas, menu planning, using computers to manage programs, food preparation demonstrations and many other topics. Big Sky High School, Missoula, will host the first conference, August 5-7, and Billings West High School will host the second, August 12-14.

—Bris Skiles
Director, School Food Services

GIFTED & TALENTED

A Comprehensive Approach to Gifted Education

The Council of State Directors of Programs for the Gifted has several guidelines for exemplary practices in educational programs for gifted students:

1) Program goals and objectives are related to the regular curriculum and appropriately differentiated to meet the needs of the gifted child; 2) program activities are consistent with program goals/objectives,

and the program has an evaluation/feedback system to determine if the activities meet the goals/objectives; 3) goals/objectives of the gifted program within a school district are articulated across the grade levels so that a program at one level is related to what the gifted child will encounter at subsequent levels; 4) program coordination enables teachers of gifted classes to communicate with each other and with the gifted children's regular teachers; 5) provision is made for adapting the gifted program structure and activities to meet unique individual needs, such as adaptation for a student with highly advanced skills in one subject area; 6) identification and data collection on individual students are related to program goals/objectives; and 7) schools/school districts are making an attempt to examine the total education program for identified gifted children and/or to adjust the regular curriculum/instruction program as needed for gifted students.

Planning forms and needs assessment information are available from Nancy Lukenbill at OPI.

—Nancy Lukenbill
Gifted/Talented Programs Specialist

DISTRIBUTIVE ED

1986 DECA Conference

The Montana Association of Distributive Education Clubs of America (DECA) will hold its 36th Annual State Career Development Conference at Missoula's Sheraton Inn, March 23-25.

DECA members from Montana's 17 high school chapters will compete in events that

give them an opportunity to demonstrate their competency levels in marketing career interests. Competition winners will represent Montana at the National Career Development Conference in Atlanta in April.

Competitive events in apparel and accessories, advertising services, food marketing, finance and credit, general marketing, general merchandising, restaurant marketing and automotive products/services are included. Other competitions will feature job interviews, decision making, public and impromptu speaking, fashion modeling and career information.

Regional Leadership

Last November, 70 high school DECA members and six Delta Epsilon Chi members and advisors attended the DECA Western Region Leadership Conference in Cheyenne, Wyoming. They were among over 1,400 DECA members from the 13 western states to take part in a variety of workshops, leadership sessions, assemblies, dynamic media presentations, motivating speakers and recognition of national and state officers and staff. Workshop themes were personal, leadership and career development in marketing.

Montana was represented by four members of its State Officer Team: Chelly Hahn, President, Helena; Sienna Loftus, Vice President, Great Falls; Paul Morgan, Vice President, Bozeman; and Danielia Lemaich, Missoula. The officers made it to the semifinals of the Western Region Quiz Bowl.

The "Rendezvous on the High Plains" let each member excel as a chapter participant, local officer, state officer and/or future business executive.

—Redina Berscheid
State DECA Advisor

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UNCLASSIFIEDS

Unclassifieds is a bulletin board of resources, events and announcements of interest to educators. However, the naming of a service or product does not mean a recommendation or endorsement by the Office of Public Instruction.

CONFERENCES/WORKSHOPS

WORLD CONGRESS ON EDUCATION/TECHNOLOGY

The World Congress on Education and Technology, May 22-25 in Vancouver, B.C., will bring together people from around the world to talk about the implications of technology on education and society. Carl Sagan, Pulitzer Prize-winning author, and other noted scientists/educators will make presentations.

For information, contact: World Congress on Education and Technology, 1155 W. 8th Ave., Vancouver, BC, Canada V6H 1C5.

SECOND LANGUAGE CONFERENCE

The Inland Empire Teachers of English to Speakers of Other Languages will hold a conference in Cheney, Washington, April 18-19. It is open to teachers and administrators involved or interested in English as a second language, bilingual education, migrant education and mainstreamed students with limited English. Participants will come from Idaho, Montana and other states and Canadian provinces in the Northwest. Contact WAESOL, PO Box 85038, Seattle, WA 98105, or call 206-623-1481.

SCHOOL PR WORKSHOPS

Salt Lake City's Holiday Inn is the site of five workshops in school public relations, presented by the National School Public Relations Association (NSPRA). Workshop topics are: building staff morale, board/superintendent PR success, school secretaries workshop, issues management and PR strategies for community educators. Dates are April 14-15.

Contact NSPRA Workshops, 1501 Lee Highway, Arlington, VA 22209.

NDN TRAINING BY SATELLITE

The National Diffusion Network's (NDN) Satellite Videoconference Training program is available to teachers with access to satellite dishes. Scheduled for the remainder of the school year are videoconferences in reading/writing awareness, team-assisted individualized math, preservice/in-service

awareness, career education, conservation for children, Project Success and other topics. All are NDN-approved programs.

For information, contact Ron Lukenbill at OPI (444-2080).

PUBLICATIONS

STUDENT BOOK ON JEANNETTE RANKIN

First Woman in Congress, a book by Florence Meiman White about Montana's Jeannette Rankin, is a useful biography for teachers and students (grades 6-12). The illustrated book won the Jane Addams Children's Book Award from the Women's International League for Peace and Freedom. It was published in 1980 by Julian Messner/Simon & Schuster, New York. Check your local bookstores or book distributors.

INDIAN EDUCATION GUIDE

Effective Practices in Indian Education, published by the Northwest Regional Educational Laboratory (NWREL), gives techniques, ideas and information to help teachers of Indian children become more knowledgeable and effective in their daily instruction and classroom management. Copies are available for \$14.80 from NWREL, 300 SW 6th Ave., Portland, OR 97204.

EVENTS

MONTANA HISTORY DAY

May 3 is Montana History Day. Students grades 6-12 may enter an essay contest, whose theme is "Conflicts and/or Compromises in History." Information packets were sent to schools last fall. Call Jennifer Thompson at the Montana Historical Society in Helena (444-4794).

MAJOR SMITHSONIAN EXHIBIT COMES TO MONTANA

"Yesterday's Tomorrows: Past Visions of the American Future," a Smithsonian Institute exhibit about the ways Americans have imagined the technology and lifestyles of the future, will be at the Museum of the Rockies at Montana State University, Bozeman, March 1 through May 12.

The exhibit features fascinating architectural models, industrial prototypes, toys and games, illustrations and other media that

BILLINGS COUNSELOR HONORED

Antoinette "Toni" Rosell, guidance counselor at Will James Junior High School in Billings, received a 1985 award for distinguished service from the Montana Association for Counseling and Development, recognizing her outstanding contribution to the guidance and counseling profession.

Rosell is a long-time member of the association and has been involved in state and national activities.



reflect the American proclivity for speculation on the future and faith in materials progress.

Schools or large groups should contact the Museum to arrange for tours: Museum of the Rockies, Montana State University, Bozeman, MT 59717 (994-2251).

AWARDS/HONORS

WILDLIFE AWARD FOR TEACHERS/STUDENTS

The Montana Wildlife Federation (MWF) is seeking nominations for awards for Youth Conservationist (under 21 years old during the contest year), Conservation Educator: General (teaching informal groups) and Conservation Educator: Classroom (formal school setting, curriculum). This new award program honors Montanans who have made outstanding contributions to wildlife and conservation education. Anyone interested in conservation is urged to submit nominations. The awards will be presented at the annual MWF banquet in May.

Nomination forms must be submitted by March 1 to Emily Swanson, Montana Wildlife Federation, PO Box 3526, Bozeman, MT 59715.

ACADEMIC OPPORTUNITY

NOT NECESSARILY A MERIT SCHOLAR

Good grades are important, but Harvard College looks favorably on all applications from students in rural Montana. The newly formed Harvard Club of Montana plans to distribute admission information to high school guidance counselors in smaller communities to make them aware of this opportunity. In the words of the Harvard-Radcliffe administrative office, "There are two types of student applicants: the merit scholars and those who have been recommended by someone in their community and have not taken the SAT tests."

For more information, contact Joan Toole, 317 Dakota Ave., Helena, MT 59601 or Jim Koessler, 315 Securities Bldg., Billings, MT 59101.

FUTURE PROBLEM SOLVING COMPETITION

The 4th Montana Future Problem Solving Competition will be held at the Montana College of Mineral Science and Technology in Butte on May 16-17. The competition brings together school teams for individual and group competitions in academic problem solving related to the future. For information, contact Claudia Clague, East Junior High, Butte (782-9891).

SUMMER STUDY

SPEECH AND THEATRE FELLOWSHIPS

Northwestern University's School of Speech offers 10 fellowships for secondary teachers of speech and theatre for summer

Give an inch!

Personalized deeds signifying an interest in "The Last of What is Best in America" are now available. Make a symbolic investment in historic, scenic Missouri Headwaters State Park! Each deed "officially" entitles the holder to the "general enjoyment of the riches of the Treasure State." Great gifts for family and friends, the deeds at \$10 each are a perfect way to help Montana prepare for her 100th birthday as a state in 1989.

Order from:
The Centennial Store
P.O. Box 1989
Capitol Station
Helena, MT 59620

MONTANA
Centennial Acre



SPECIAL EVENTS

March 2-8 MT/Natl. PTA Drug & Alcohol Awareness Week

March 16-22 National Wildlife Week

May 4-10 PTA Teacher Appreciation Week

1986 seminars in theatre, performance studies, radio/TV/film, speech education and communication studies. Criteria for selection include teaching expertise, professional involvement and career commitment to education.

Applications are due by February 15. Contact School of Speech Summer Fellows, Northwestern University, 1905 Sheridan Rd., Evanston, IL 60201.

SUMMER IN ENGLAND

Western Washington University is again sponsoring Elementary Study in England, a four-week summer course for teachers and administrators. Workshops, Oxford University classes, tours and host families are part of the program. Graduate credit is available. Contact Dr. Marian Tonjes, Education Department, Western Washington University, Bellingham, WA 98225. Registration must be made by February 28.



CURRICULUM/RESOURCES

K-12 WRITING PROGRAM

Joliet Public Schools has developed *Write-On*, a K-12 writing program that includes facts, goals and program evaluation and sequence guides for elementary and secondary writing education. Included are a teacher's guide and sample letter for parents about the program.

Writing: An Act of Discovery in Every Classroom is a booklet of ideas for writing activities across the curriculum, grades 6-12.

Schools may purchase either program for \$6 each or \$10 for both. Send orders to Karen Larsen, Writing Program Director, Drawer G, Joliet High School, Joliet, MT 59041 (962-3541).

GRANT FOR ECONOMICS EDUCATION

The Foundation for Teaching Economics offers an innovative grant program to improve economics education in junior high/middle schools. The foundation's "Sponsored Textbook Program" offers financial assistance to schools that want to implement study of the economy with *Our*

Economy: How it Works (textbook), related materials and teacher training. Grants are available on a competitive basis for grades 7-9.

For information, contact Edward Eschier, Social Studies Specialist, OPI (444-4433).

ENERGY RESOURCE GUIDE UPDATED

The Montana Power Company has updated its *Teacher's Resource Guide* of media and software materials in conservation education. You may request an update sheet if you already have a guide, or request both from Consumer Educational Services, Montana Power Company, 40 E. Broadway, Butte, MT 59701.

This guide contains a variety of resources. New this year is the "Challenge of the Unknown" videotape series on math and problem solving. The popular elementary level curriculum, "Conservation for Children," is now part of the National Diffusion Network. MPC is working with the State Department of Natural Resources and Conservation to make Inservice sessions on this curriculum available to teachers.

TEACHING AIDS ON REDUCING CANCER RISKS

Research shows that lifestyle plays a major role in a person's cancer risk, and that health decisions are made at a very early age and developed through the school years.

The American Cancer Society has free teaching aids that help students make these decisions. Teachers may request these health education materials from their local Cancer Society offices or the Billings office: American Cancer Society, Montana Division, 313 N. 32nd St., Suite 1, Billings, MT 59101.

HEALTH PROGRAM AIMED AT WORKPLACE, SCHOOLS

Wellness at Work: A Practical Guide for Health Promotion in Montana Small Businesses, published by the State Department of Health and Environmental Sciences, is designed to assist businesses in planning, implementing and evaluating their own health programs. The booklet is also extremely useful to Montana schools.

The booklet, a result of a survey initiated by the Governor's Council on Health Care and Cost Containment, gives practical, concrete advice for beginning and maintaining a health promotion program in the workplace at minimal cost. It describes organizational, educational and reference material.

For information about the booklet, contact the Health Services and Medical Facilities Division of the Department of Health and Environmental Sciences, State Capitol, Helena, MT 59620.



National Women's History Week

"Women: Builders of Communities and Dreams"

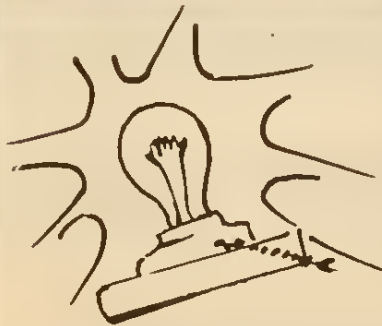
March 2-8

National Women's History Week, March 2-8, is a special time for schools, communities and workplaces to recognize the lives of countless women of all races, ages, cultures, ethnic traditions and lifestyles. The activities honor women who have lived their lives in grandly eloquent or steadfastly ordinary ways and, by doing so, have contributed to our shared history.

Suggested classroom resources are: *National Women's History Project* (PO Box 3716, Santa Rosa, CA 95402), \$1.00 for catalog of outstanding materials; *Office of Public Instruction* (State Capitol, Helena, MT

59620), limited supply of free curricular handbooks for grades 6-12 on Eleanor Roosevelt and Jeannette Rankin (contact Ellen Meloy) and Title IX audiovisual materials (contact Pat Christie); *OPI Audiovisual Library* (see your school film coordinator); *Montana Historical Society* (225 N. Roberts, Helena, MT 59620); and local historical societies/museums.

Best of all, be *locally resourceful*. Check your libraries and communities for resources on Montana women. And never underestimate the value of human resources!



BRIGHT IDEAS

WILLIAM SHAKESPEARE AND THE SALINE SOLUTION

by Sara Alice Steubs

"Anyone can be an Earthwatch volunteer. No special skills are required except for curiosity, flexibility, a willingness to work and a sense of adventure," said one writer about Earthwatch, a nonprofit organization that brings together scholars, sponsors and citizen volunteers to work on research projects around the world. One such project was the "Saline Solution," initiated by the University of Missouri at Columbia. Last year, on a humid July evening in Ste. Genevieve, Missouri, the Saline Solution expedition team began its adventure: an archaeological exploration for French colonial artifacts.

I had received a William Randolph Hearst Foundation grant to participate in the Saline Solution. The grant was possible through Earthwatch's new Research for Renewal program, which attracts corporate support for teacher fellowships. Although not all Earthwatch volunteers are funded by such grants, Research for Renewal made it possible for me to be one of the 2,100 volunteers staffing 400 research projects in 38 countries in 1985. Research projects are in anthropology, animal behavior, art history, ecology, marine sciences, medicine, nutrition, ornithology and many other fields.

What are the benefits of an archaeological dig for an English teacher? As one of seven members of the Saline Solution volunteer team, I learned that my teaching goals are similar to the goals of a field research team: examining information carefully, practicing the logical development of ideas and com-

municating those ideas as skillfully as possible. My experience with the Saline Solution gave me the opportunity to practice in a unique setting the same skills that I emphasize in the classroom.

The study of William Shakespeare's works and the search for artifacts are similar. The searcher learns how time-consuming and often tedious the task can be. Sometimes there are disappointments when the search does not yield an immediate answer. However, there is a great sense of discovery and the enthusiasm generated by it.

As a team member, I learned about the process of archaeological study and visited an unfamiliar geographical area. But the best experience of all was the physical and mental rejuvenation in working hard at an interesting and challenging task.

Sara Alice Steubs teaches at Sentinel High in Missoula.

This "Bright Idea" encourages teachers to apply for grants and projects, even outside their field. For information about Earthwatch and its grant program, write: Earthwatch, 10 Juniper Road, Box 127, Belmont, MA 02178.

Submit your teaching philosophy, point of view or a classroom idea for possible publication in Montana Schools. Maximum 250 words, preferably typed, double spaced. Include name, school, position, address. Send to: Montana Schools, Office of Public Instruction, State Capitol, Helena, MT 59620.

TRAINING OPPORTUNITY CALENDAR

FEBRUARY—AUGUST 1986

The following are professional enrichment opportunities of interest to school personnel. For information about the calendar or inclusion of items, contact Florence Anderson at OPI (444-2417). For information about specific listings below, address inquiries to the contact person noted.

Units of the Montana University System and other colleges offer professional training courses through their offices of continuing education. Contact the specific college or university for information.

Each item in the calendar is in the following order: date, type of event, title, location, duration (in parentheses), contact person, telephone number. In some cases, preregistration may be required. The calendar is current as of January 10, 1986.

FEBRUARY

- 10 Workshop: *Montana Assoc. of Secondary School Principals*, Lewistown (1 day); MASSP, 442-2510.
- 17 Conference: *Montanans Caring for Kids: Drug/Alcohol Abuse Prevention*, Billings (2 days); Darla Bustos, Billings West HS, (656-7111).
- 21 Conference: *American Association of School Administrators*, San Francisco (4 days); AASA, (703-528-0700).
- 28 Conference: *Rocky Mountain Computer Conference*, MSU, Bozeman (2 days); Larry Ellerbruch, 994-5954.

MARCH

Conferences: *Expanding Your Horizons in Science and Math—Career Options for Girls Grades 7-12* (1 day); Helena 3/1; Glasgow 3/15, Billings, Lewistown, Butte, Great Falls, Havre, Missoula, 3/22. Pat Christie, OPI, 444-5664.

- 2 Event: *PTA Drug and Alcohol Awareness Week*, (7 days); Marcia Burt, 721-3042.
- 7 Workshop: *Secondary Foreign Language*, Bozeman (2 days); Jack Jelinski, MSU, 994-4463.
- 21 Workshop: *Study Skills Inservice*, Helena (1 day); Judy Birch, OPI, 444-5663.
- 21 Workshop: *Gifted/Talented Math Grades K-8*, Billings (2 days); David Davison, EMC, 657-2174.
- 23 Conference: *State DECA CDC*, Missoula (3 days); Redina Berscheid, OPI, 444-4556.

APRIL

- Conferences: *Expanding Your Horizons in Science and Math—Career Options for Girls Grades 7-12* (1 day); Kalispell, Glendive 4/5, Bozeman 4/19. Pat Christie, OPI, 444-5664.
- 2 Conference: *State FHA Conference*, Billings (3 days); Mary McAulay, OPI, 444-2059.
- 2 Conference: *Rocky Mountain Regional Conference on Gifted/Talented Education*, Phoenix (4 days); Nancy Lukenbill, OPI, 444-4422.
- 3 Conference: *State FFA Conference*, Bozeman (3 days); Leonard Lombardi, OPI, 444-4451.
- 14 Conference: *State VICA Conference*, Havre (3 days); Jeff Wulf, OPI, 444-4452.
- 18 Conference: *Montana PTA*, Billings Northern Hotel (2 days); Marilyn Taylor, 356-2801.
- 23 Conference: *National DECA CDC*, Atlanta, GA (5 days); Redina Berscheid, OPI, 444-4556.

- 28 Conference: *Montana Assoc. of Gifted and Talented Education*, Kalispell (3 days); Paula Fascilla, 752-2748.
- 30 Symposium: *Early Education and the Exceptional Child*, Billings (1 day); Ron Lukenbill, OPI, 444-2080.

MAY

- 1 Workshop: *Secondary Foreign Language Workshop*, Bozeman (2 days); Jack Jelinski, MSU, 994-4463.
- 4 Event: *PTA Teacher Appreciation Week*, nationwide (7 days); Marilyn Taylor, 356-2801.
- 14 Event: *Special Olympics Summer Games*, Helena (2 days); Ron Lukenbill, OPI, 444-2080.
- 16 Workshop: *Secondary Math Curriculum Trends, Use of Computer, Etc.*, Great Falls (1 day); Johnny Lott, UM, 243-2403.
- 27 Meeting: *Interagency Transition Group*, Helena (1 day); Ron Lukenbill, OPI, 444-2080.

JUNE

- 22 Conference: *A Woman's Place is in the Curriculum*, Santa Rosa (4 days); Molly MacGregor, 707-526-5974.

AUGUST

- 5 Conference: *School Food Services Annual Training*, Missoula (3 days); Bris Skiles, OPI, 444-2501.
- 10 Conference: *A Woman's Place is in the Curriculum*, Santa Rosa (4 days); Molly MacGregor, 707-526-5974.
- 12 Conference: *School Food Services Annual Training*, Billings (3 days); Bris Skiles, OPI, 444-2501.



STAR Project Lights Capitol Rotunda

Andrea Alvarez (back to camera) and Michael Downs of Hawthorne School, Helena, admire the Christmas tree at the Capitol Rotunda last December. The tree, brought in from the Swan Valley, was decorated with ornaments made by students from all over the state as part of the STAR (Special Tree at the Rotunda) Project. The arts education event was sponsored by the Office of Public Instruction and the Governor's Office.

**March is
Youth Art Month
Music in Our Schools
Month**



Flowers are not
the only thing coming
up in May.

The May issue of *Montana Schools* has grown antennae! We'll beam them in for a close look at EDUCATION AND TELECOMMUNICATIONS—what it's all about, who is telecommunicating what, how and why, and a lot more about communications technology and Montana's education community. Watch for this special issue.

MONTANA SCHOOLS

A QUARTERLY PUBLICATION OF THE OFFICE OF PUBLIC INSTRUCTION

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